



## Abbeville School District

400 Greenville Street  
Abbeville, SC 29620

**Grades** PK-12 District  
**Enrollment** 3,237 Students  
**Superintendent** Dr. Ivan Randolph 864-366-5427  
**Board Chair** James B. Tisdale, Jr. 864-459-4782

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	At-Risk
2008	Average	Average
2007	Average	Below Average
2006	Average	At-Risk

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

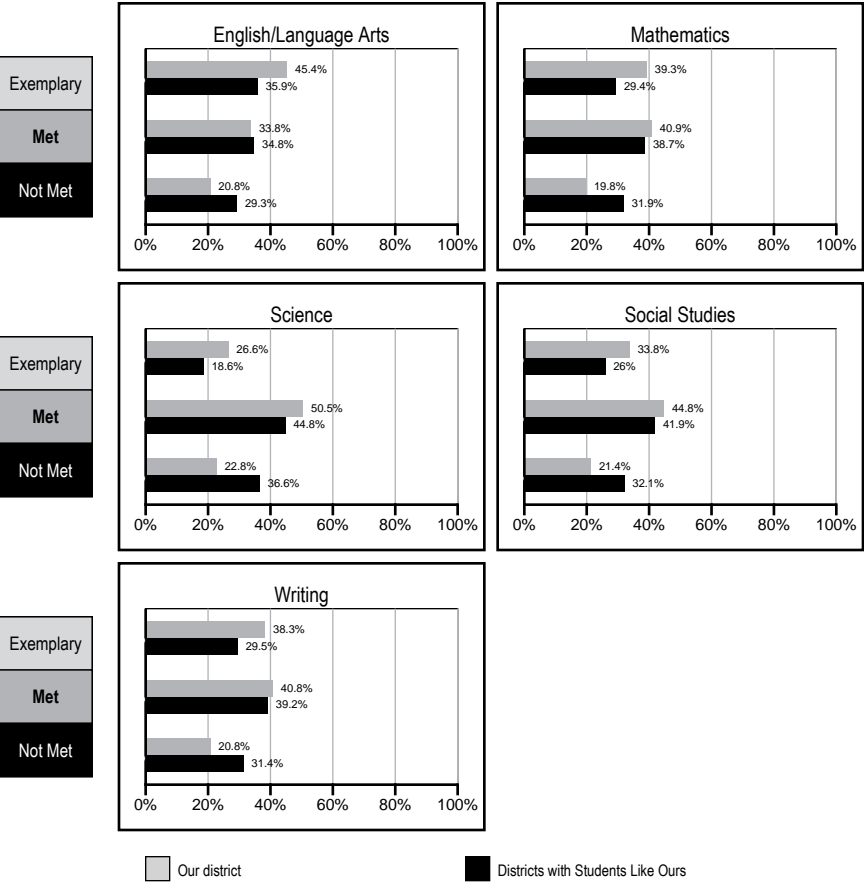
97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	17	5	0

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	79.9%	82.6%	84.3%	78.1%	72.9%	75.7%
Passed one subtest	11.2%	13.2%	7.4%	11.2%	14.3%	12.2%
Passed no subtests	8.9%	4.3%	8.3%	10.6%	12.9%	12.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	88.8%	82.2%
English 1	70.3%	68.0%
Physical Science	58.3%	52.2%
US History and the Constitution	27.0%	38.0%
All Subjects	61.6%	60.8%

Abbreviations for Missing Data

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,237)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.3%	Down from 3.6%	2.9%	2.3%
Attendance rate	97.1%	Up from 96.1%	95.6%	95.8%
Eligible for gifted and talented	14.0%	Up from 10.0%	14.3%	14.3%
With disabilities other than speech	10.8%	Up from 10.6%	11.1%	10.5%
Older than usual for grade	4.9%	Down from 5.0%	4.9%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.5%	0.7%	0.7%
Enrolled in AP/IB programs	6.9%	Down from 7.1%	8.6%	12.1%
Successful on AP/IB exams	N/A	N/A	47.8%	50.0%
Eligible for LIFE Scholarship	38.9%	Up from 28.0%	31.0%	31.4%
Enrolled in adult education GED or diploma programs	50	Up from 28	54	47
Completions in adult education GED or diploma programs	35	Up from 27	36	29
Annual dropout rate	3.2%	Up from 2.1%	3.3%	3.1%
<b>Teachers (n=231)</b>				
Teachers with advanced degrees	58.9%	Up from 58.4%	58.7%	58.8%
Continuing contract teachers	85.3%	Up from 82.5%	83.9%	81.5%
Teachers with emergency or provisional certificates	1.8%	Down from 4.0%	3.9%	4.0%
Teachers returning from previous year	91.4%	Up from 90.0%	89.4%	89.3%
Teacher attendance rate	95.8%	No Change	95.2%	95.3%
Average teacher salary*	\$46,463	Down 3.2%	\$45,786	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	5.5 days	Down from 7.7 days	12.6 days	12.6 days
<b>District</b>				
Superintendent's years at district	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.7 to 1	20.6 to 1	20.9 to 1
Prime instructional time	92.5%	Up from 91.4%	89.4%	89.9%
Dollars spent per pupil**	\$9,756	Up 3.6%	\$9,371	\$9,364
Percent of expenditures for teacher salaries**	55.7%	Down from 55.9%	53.6%	53.3%
Percent of expenditures for instruction**	58.6%	Up from 58.0%	56.3%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	9	No Change	9	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.5%	Up from 3.3%	1.6%	2.4%
Average age in years of school facilities	26 Years	Up from 25 Years	29 Years	27 Years
Number of schools with SACS accreditation	9.0	No Change	9.0	8.0
Parents attending conferences	100.0%	Up from 93.3%	97.2%	97.1%
Average administrator salary	\$73,328	No Change	\$78,492	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	183	95.1%	868	61.6%	228	79.8%	N/A
<b>Gender</b>							
Male	89	91.0%	438	62.8%	110	74.5%	N/A
Female	94	98.9%	430	60.5%	113	87.6%	N/A
<b>Racial/Ethnic Group</b>							
White	97	93.8%	520	68.8%	126	75.4%	N/A
African American	84	96.4%	341	51.0%	95	88.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	14	78.6%	80	21.3%	20	60.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	12	66.7%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	99	93.9%	524	55.2%	120	80.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	95.1%	89.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	219	228	398	527
Number of Graduates in Cohort	173	182	300	376
Rate	79.0%	79.8%	75.1%	72.8%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	448	474	486	481	436	444	1369	1399		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	17.3	16.8	19.2	19.0	18.6	18.4	19.2	18.8	18.6	18.4
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	10.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

As a quality public school system, the Abbeville County School District is committed to fulfilling our vision as a model of excellence in education. The 2009-2010 school year was a challenge with all the budget cuts we faced and the decisions that had to be made as the district struggled to overcome our loss of funds. Through this very difficult time, we still made impressive progress. Abbeville County Career Center and John C. Calhoun Elementary received the prestigious Palmetto Gold Award while Cherokee Trail Elementary, Wright Middle School, and Dixie High School received the prestigious Palmetto Silver Award. John C. Calhoun received the Gold award for closing the achievement gap for African American and Free/Reduced students that met end-of-year performance in both ELA and Math and for African American students that met growth in achievement criteria. Dixie High School received the Gold award for closing the achievement gap for students on free/reduced lunch that met the end-of-year performance for on-time graduation rate. Another impressive accomplishment is that this year's graduating students received \$2,059,050.00 in scholarships. I commended the dedicated educators who continued their efforts to take the educational opportunities for our students to an even higher level of learning and success.

While it is our hope that every student, teacher, and staff member takes pride in the improved instructional performance of our young people, there remain areas that require our attention. We are continually searching for more effective ways to improve the instructional environment for all our students in Abbeville County. This year our emphasis has been placed on engaging students of all levels in educational experiences that ensure success and lifelong learning through the use of Individualized Graduation Plans (IGP), career counseling, advanced placement courses, and the addition of a pre-engineering course available at the career center. We continue to improve our use of technology in the classroom with the installation of more SMART boards, SMART tables, and visual-presentation equipment at several of our schools. This technology provides teachers with the tools to bring lessons to life while capturing the attention of and further engaging students in the learning process. As a district, we are making a conscious effort to live up to our mission to develop proficient, creative, self-motivated students by providing quality educational opportunities in a safe, nurturing environment. It is our desire that this environment will support innovations and encourage lifelong learning.

With the support of our school board and the dedication of our teachers, administrators, support staff, students, and parents, Abbeville County School District strives to continue to be a model of excellence in education.

Ivan Randolph, Ph.D.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Abbeville School District consists of 9 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1472	99.7	20.9	33.7	45.4	87.8	83.5	Yes	Yes
<b>Gender</b>									
Male	779	99.5	24.4	31.9	43.7	85.3	80.1	N/A	N/A
Female	693	100	16.9	35.8	47.3	90.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	889	100	14.1	30.2	55.7	92.1	89.6	Yes	Yes
African American	552	99.3	30.9	39.6	29.6	81.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	24	100	43.5	30.4	26.1	73.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	214	98.6	59	23.9	17.1	57.6	51.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	32	100	24.2	36.4	39.4	87.9	79	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	983	99.6	26.5	35.9	37.6	83.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1472	99.9	19.8	41.3	39	88.6	80.4	Yes	Yes
<b>Gender</b>									
Male	779	99.7	22.6	38.4	39	85.9	78.4	N/A	N/A
Female	693	100	16.6	44.5	38.9	91.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	889	100	14.7	35.1	50.2	91.5	87.8	Yes	Yes
African American	552	99.6	27.1	51.5	21.4	84.6	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	24	100	39.1	30.4	30.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	214	99.5	55.1	32.2	12.7	60.5	46.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	32	100	24.2	33.3	42.4	84.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	983	99.8	24.9	45.4	29.7	84.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	974	100	22.7	50.8	26.5	77.3	67.3
<b>Gender</b>							
Male	503	100	20.2	50.1	29.7	79.8	66.9
Female	471	100	25.4	51.5	23	74.6	67.7
<b>Racial/Ethnic Group</b>							
White	586	100	15.5	48.8	35.7	84.5	79.6
African American	367	100	33.6	54.3	12	66.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	16	100	43.8	31.3	25	56.3	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	140	100	53.4	37.6	9	46.6	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	24	100	28	40	32	72	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	657	100	29.2	49.3	21.5	70.8	55.4

**Social Studies**

All Students	968	99.8	21.3	45.1	33.6	78.7	70.9
<b>Gender</b>							
Male	517	99.6	22.7	40	37.3	77.3	70.1
Female	451	100	19.6	50.9	29.5	80.4	71.7
<b>Racial/Ethnic Group</b>							
White	586	99.8	17.1	40.7	42.3	82.9	79.2
African American	363	99.7	27.6	52.7	19.7	72.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	15	100	35.7	28.6	35.7	64.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	141	100	51.4	34.1	14.5	48.6	39.3
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	20	100	23.8	42.9	33.3	76.2	68
<b>Socio-Economic Status</b>							
Subsidized meals	638	99.8	25.8	48.6	25.6	74.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1460	99.3	20.8	40.9	38.3	79.2	72.1	96.2	96.3
Gender									
Male	774	98.6	26.3	41.2	32.6	73.7	65.2	96.2	96.2
Female	686	100	14.7	40.6	44.7	85.3	79.2	96.3	96.4
Racial/Ethnic Group									
White	879	99.4	13.8	40	46.2	86.2	80.8	95.9	96.1
African American	550	98.9	31.1	42.8	26.1	68.9	59.7	96.8	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87	97.1	97.5
Hispanic	24	100	39.1	34.8	26.1	60.9	64.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	97.9	95
Disability Status									
Disabled	225	95.6	61.9	30	8.1	38.1	27.7	95.4	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	84.3	96
Limited English Proficient									
Limited English	29	100	27.3	45.5	27.3	72.7	63.7	95.4	97
Socio-Economic Status									
Subsidized meals	974	99	26.4	43.7	30	73.6	61.9	95.9	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	257	100	17.1	28.9	54.1	82.9
	4	265	100	17.6	43.3	39.1	82.4
	5	268	99.6	12.8	49.8	37.4	87.2
	6	227	100	22.3	45.6	32.1	77.7
	7	229	100	17.5	36.4	46.1	82.5
	8	242	100	27.4	34.2	38.5	72.6
2010	3	276	100	14.9	24.5	60.6	85.1
	4	245	99.2	17.6	35.7	46.6	82.4
	5	266	100	16.5	38.5	45	83.5
	6	235	99.6	20.8	42.9	36.3	79.2
	7	227	100	26.7	31.8	41.5	73.3
	8	223	99.6	31.3	29.5	39.2	68.7
Mathematics							
2009	3	257	100	17.1	38.6	44.3	82.9
	4	265	100	14.9	51.3	33.7	85.1
	5	268	99.6	14.8	49	36.2	85.2
	6	227	100	19.1	45.1	35.8	80.9
	7	229	100	18.4	47.5	34.1	81.6
	8	242	100	27.8	36.3	35.9	72.2
2010	3	276	100	20.4	31.6	48	79.6
	4	245	100	16.8	48.3	34.9	83.2
	5	266	100	16.2	41.5	42.3	83.8
	6	235	99.6	12.8	45.6	41.6	87.2
	7	227	100	25.8	39.2	35	74.2
	8	223	99.6	27.6	42.9	29.5	72.4
Science							
2009	3	130	100	29.8	47.9	22.3	70.2
	4	264	100	21.2	56.9	21.9	78.8
	5	132	99.2	23	63.5	13.5	77
	6	113	99.1	23.8	58.1	18.1	76.2
	7	229	100	15.7	43.8	40.6	84.3
	8	122	100	29.7	38.1	32.2	70.3
2010	3	138	100	29.9	42.5	27.6	70.1
	4	245	100	21	55.9	23.1	79
	5	137	100	28.8	54.5	16.7	71.2
	6	117	100	24.1	61.6	14.3	75.9
	7	227	100	17.5	48.4	34.1	82.5
	8	110	100	19.4	38.9	41.7	80.6

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	127	99.2	17.6	37.6	44.8	82.4
	4	265	100	14.6	54	31.4	85.4
	5	135	98.5	30.5	47.3	22.1	69.5
	6	114	99.1	16.5	61.5	22	83.5
	7	229	100	26.3	37.3	36.4	73.7
	8	120	100	21.6	24.1	54.3	78.4
2010	3	138	100	22.2	36.3	41.5	77.8
	4	245	100	18.9	45	36.1	81.1
	5	129	100	22.7	53.1	24.2	77.3
	6	117	99.2	11.5	55.8	32.7	88.5
	7	227	100	25.3	43.8	30.9	74.7
	8	112	99.1	25.7	38.5	35.8	74.3
Writing							
2009	3	253	98.8	23.3	28.6	48.2	76.7
	4	267	98.9	23.4	45.2	31.4	76.6
	5	266	99.3	20.2	40.5	39.3	79.8
	6	228	98.7	27.8	45.4	26.9	72.2
	7	229	98.7	20.7	40.1	39.2	79.3
	8	246	97.2	27.8	44.4	27.8	72.2
2010	3	271	99.6	21.8	34.2	44	78.2
	4	242	99.2	20.4	38.7	40.9	79.6
	5	268	99.3	19.6	41.9	38.5	80.4
	6	231	99.6	18.1	45.6	36.3	81.9
	7	225	99.1	23.1	41.7	35.2	76.9
	8	223	98.7	21.8	44.4	33.8	78.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	214	94.9	11.1	35.7	31.2	22.1	63.8	65.9	No	Yes
Male	115	93.9	9.3	37	35.2	18.5	63.9	60.8	N/A	N/A
Female	98	95.9	13.2	34.1	26.4	26.4	63.7	71	N/A	N/A
White	122	95.1	7	30.7	28.1	34.2	71.9	77.5	Yes	Yes
African American	89	94.4	16.9	42.2	34.9	6	51.8	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	28	89.3	60.9	30.4	8.7	0	17.4	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	139	92.1	15.1	37.3	34.1	13.5	57.9	51.5	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	214	94.9	12.1	32.7	30.7	24.6	68.8	62.3	No	Yes
Male	115	93.9	10.2	33.3	28.7	27.8	69.4	61.7	N/A	N/A
Female	98	95.9	14.3	31.9	33	20.9	68.1	63	N/A	N/A
White	122	95.1	8.8	26.3	30.7	34.2	73.7	75	Yes	Yes
African American	89	94.4	16.9	41	31.3	10.8	61.4	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	28	89.3	65.2	30.4	4.3	0	4.3	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	139	92.1	15.1	38.9	26.2	19.8	61.1	48.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	211	91.9	61.3	17.0	11.9	9.8	N/A	N/A	N/A	N/A
Male	114	89.5	58.8	19.6	9.8	11.8	N/A	N/A	N/A	N/A
Female	97	94.8	64.1	14.1	14.1	7.6	N/A	N/A	N/A	N/A
White	121	94.2	52.6	15.8	17.5	14.0	N/A	N/A	N/A	N/A
African American	88	90.9	73.8	18.8	3.8	3.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	27	88.9	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	136	90.4	72.4	16.3	4.9	6.5	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	213	99.5	9.1	38.3	28.2	24.4	67	61.8
	2010	214	94.9	11.1	35.7	31.2	22.1	63.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	212	100	12	27.8	30.1	30.1	72.7	62.7
	2010	214	94.9	12.1	32.7	30.7	24.6	68.8	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.7%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.7%	0.0%	No
Student attendance rate, grades K-8	97.1%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.